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# Effect of Yogic Practices on Emotional States of Senior Secondary School Students



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## A B S T R A C T

*Background: Yoga is an ancient science; originated in India, which has components of physical activity, instructed relaxation and interception. Studies have shown that yoga practices reduce anxiety, stress, depression and improve physical health. Objective: The aim of the present investigation was to study the effect of yogic practices on emotional states of senior secondary school students. Materials and Methods: A sample of 100 senior secondary school students was selected from Kurukshetra district of Haryana (India). The selected yogic practices were employed on senior secondary school students for 60 minutes daily by the investigator being a yoga expert for sixth months. In the present study the pre-test and post-test design under controlled condition was followed. Investigator selected tools: (1) The Eight State Questionnaire Scale (8SQ: 1973) developed by 'Cattle & Cattle' for collection of data. Result: In this study, significant positive effects of yogic practices on emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt, extraversion, arousal was observed.*

**Keywords:** Emotional states; Yogic Practices.

## Introduction

Today depression, stress, anxiety and strain became so much pervasive in every society that the school children, adolescents, college students are not even spared. In relation to high anxiety created due to stress factors remarked that "the raised stress levels are typical in adolescents of general and final year school students <sup>[1]</sup>. In the 21st century importance of mental health is an essential pre-requisite for improving educational performance of the students and prevention of neuroticism and psychosis. In recent times, there is an increase in adjustment problems of adolescents, which psychologists emphasize, are due to poor mental health. Estimates of the prevalence of mild to severe depressive syndromes in adolescents typically range between 20-32% <sup>[2]</sup>. Mental health problems and related issues especially concerning adolescents have been a major preoccupation among medical specialist, social scientists and educationists. Unemployment, population explosion, industrialization, urbanization and modernization of life have been badly affecting the human beings both physiologically and psychologically <sup>[3]</sup>. The emotional problems and other mental health problems like increased anxiety, depression, etc among adolescents may lead to serious common problems as those of anxiety disorder, phobias, panic disorder, attention-deficient/hyperactivity disorder, conduct disorder and antisocial behavior etc. Anxiety, stress, and mental health problems in young generation are a gift of cut-throat competitions. These problems are infecting the present generation at a very high speed <sup>[4]</sup><sup>[5]</sup>. Time to time educationist, psycholo-

gist and mental health professionals are called by the government for finding out the remedy. At the present juncture it looks that one has to confine oneself to pressing problems of students. Pressure of competitive life, insufficient knowledge of the academic courses, wrong choices and parental pressure, male/female relationship in school crises situations like new schools, new medium of instruction and failure in examination have their cascading effect. The teacher, his problems, the qualities of the teacher, the staff-students relationship, causes of student indiscipline, changing pattern of the society and its impact on parent/child relationship, influence of mass media of communication and the aspect of cultural shock add to the already troubled child <sup>[6]</sup><sup>[7]</sup>.

## Emotional Suffering And Yogic Management

Traditional medical scientists have been occupied with research to find medical remedies and this has been relatively successful. But unfortunately these medicines seem to have unwanted secondary effects. Benson and his co-workers (1972) have shown from a number of controlled studies, lowering effect of transcendental meditation on hypertension <sup>[8]</sup>. According to Samkhya, the three gunas produce feelings of pleasure, pain and dejection. Feelings are experienced by the antahkarana (the manifest mind), not by the self.

"Tasya Heturvidhya" 24

Patanjali Yogpradeep

(Sadhan Pad/24, p. 345)

In the Yoga Sutras (2.24) it is said that avidya, i.e. false knowledge, is the cause of the self's experience of pleasure and pain. It is the recollection of pleasure expe-

perienced on a former occasion that leads to attachment towards objects. Samkhya elucidates three kinds of pain: (i) adhyatmika dukha - bodily pain and mental pain caused by emotion and passion, (ii) adhibhautika dukha - pain caused by beasts, reptiles, human beings, etc., and (iii) adhidaivika dukha - pain due to natural calamities <sup>[9]</sup>.

"Avidhya Asmita Rag Daveshabhinivesha Klesha" 3  
Patanjali Yogpradeep

(Samadhi Pad/3,p.282)

Patanjali states that the causes of pain are the kleshas (afflictions) inside our very being at the subconscious level. The whole spectrum of emotion manifests due to the presence of the kleshas. The kleshas are avidya (ignorance), asmita (I-feeling), raga (liking), dwesha (repulsion) and abhinivesha (fear of death).

Emotions are generated when a trifling incident or insult is magnified. Avidya is considered to be the source of the other kleshas and is the main culprit in causing emotional upheaval. In other words, emotions which arise due to affliction are traced to delusion regarding the real nature of the self [9]. To cope with this state of mind and body, Patanjali has recommended practices from Raja yoga, Jnana yoga, Karma yoga and Bhakti yoga, and a way of leading one's life. Many physical and mental states which create obstacles in the path of yoga arise due to the mental and physical symptoms of emotional conditions.

These obstacles, which include disease, dullness, doubt, procrastination, laziness, craving, errors of perception, instability, pain, depression, irregular breathing, etc., need to be removed in order to progress on the path of yoga <sup>[9]</sup>. It has been the experience of the great saints and seers that all the different yogic techniques or practices are effective when the environment, both internal and external, is supportive. Observance of a disciplined lifestyle harmonizes the aspirant's energy and sublimates it by facilitating the process of Pratyahara <sup>[10], [11], [12], [13], [14], [15], [16]</sup>. In one study, it is found that a 4-week program of yogasanas and meditation lowers the aggressive behavior of students. <sup>[17]</sup> Another study has reported that meditation (a) reduced problems related to maladaptive behaviors, (b) increased emotional and physical health and psychological well-being, (c) reduced the frequency of thought, (d) reduced substance abuse, and (e) generally improved the quality of life <sup>[18]</sup>. Transcendental meditation reduces stress <sup>[19]</sup> and improves academic performance <sup>[20]</sup>. The daily yogic practices were tailored in such a way as to make the whole process of transformation spontaneous and permanent.

#### Material and Method

**Subjects** The study was conducted on senior secondary school students of Kurukshetra (Haryana). The 8SQ

questionnaire scale developed by the Cattle and Cattle (1973), was administered on 100 students out of which 50 students were selected randomly for experimental group and 50 students were selected for control group.

#### Research Design

Keeping in mind the nature of the present study, the experimental method was considered to be the appropriate one. It can be effectively applied within non-laboratory settings such as the classroom, where significant factors or variables i.e diet, environment, can be controlled to some degree. In the present study the pre-test and post-test design under controlled condition was followed. In the present study, experimental and control group design was followed

#### Design of Yogic Practices

The yogic practices were scheduled for a period of six months. The approximate time for the scheduled programme was 60 min. each day. The following order lists the sequence of events that were taken up during the practice period i.e. Prayer, Yogāsanas, Pranayama, Laughter, Meditation (Dhyana), Discussion and Guidance <sup>[21]</sup>.

#### Tools Used

There are various tools used in research as questionnaire, observations, interviews and psychological tests. The selection of tool depends upon the type of data required and the nature of the problem. Keeping in view the nature of the problem, the investigator selected "The Eight State Questionnaire Scale (8SQ: 1973)". This test was developed for the measurements of 8 emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt, extraversion and arousal. This scale was consisted of 96 items. The Scale is divided equally into 8th sub-variables containing 12 items for each. Statements were written in English. Meaning of difficult words were also explained by the investigator. The scoring was done as prescribed in the manual. Pre-test was conducted before the application of yogic practices and post-test were given after yogic practices.

#### Statistical Techniques Used

Depending upon the design and objectives of the study different statistical techniques were used for the analysis of the data. 1. Mean and Standard Deviation were calculated to find out the nature of the data 2. The t-test was employed to find out the significant difference between pre-test and post-test scores in terms of emotional states.

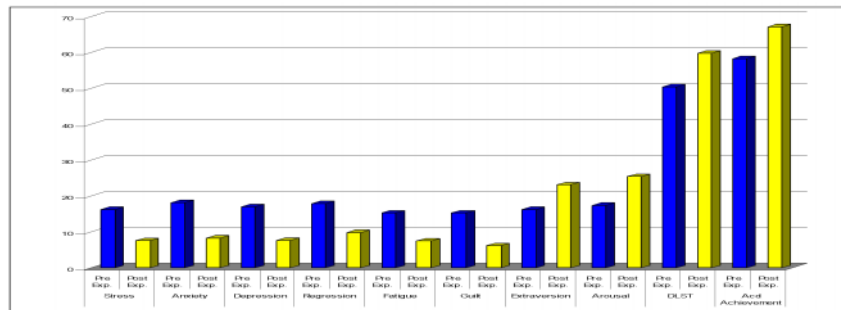
#### Result and Discussion

The main objective of the investigation was to study the effect of yogic practices on various emotional states of senior secondary school students. For this pre- and post-test has been adopted. So it is essential to compare the scores of all the variables in pre- and post-test situations. For this t-test has been applied

Table 1: Mean Significant Differences of Experimental group in Pre-test and Post-test Situations

Variable	Group	N	Mean	S.D	t-ratio	Sig.Level
Stress	Pre Exp.	50	16.28	5.245	9.576	Sig. at 0.01
	Post Exp.	50	7.58	3.709		
Anxiety	Pre Exp.	50	18.18	4.019	13.510	Sig. at 0.01
	Post Exp.	50	8.26	3.288		
Depression	Pre Exp.	50	17.00	4.300	12.308	Sig. at 0.01
	Post Exp.	50	7.68	3.191		
Regression	Pre Exp.	50	17.94	3.809	11.347	Sig. at 0.01
	Post Exp.	50	9.80	3.350		
Fatigue	Pre Exp.	50	15.34	5.616	7.952	Sig. at 0.01
	Post Exp.	50	7.46	4.190		
Guilt	Pre Exp.	50	15.30	4.599	11.359	Sig. at 0.01
	Post Exp.	50	6.20	3.307		
Extraversion	Pre Exp.	50	16.28	4.734	7.279	Sig. at 0.01
	Post Exp.	50	23.16	4.718		
Arousal	Pre Exp.	50	17.38	3.619	11.089	Sig. at 0.01
	Post Exp.	50	25.42	3.631		

Fig. 1: Graphical Representation Mean Significant Differences of Experimental group in Pre-test and Post-test Situations



to examine the significant mean difference if any, in pre- and post-test scores. Obtained t-ratios reported are given below in Table-1.

Table-1 shows that mean values for the emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt were decreased and for extraversion, arousal were increased after applying yogic practices. The t- ratio obtained for the 8 emotional states were significant at 0.01 levels. On the basis of present finding it can be inferred that yogic practices (Prayer, Asanas, Pranayama, Meditation and Laughter) are helpful in the management of stress, anxiety, depression, regression, fatigue, guilt were decreased and for extraversion, arousal . It indicates that there was significant positive effect of yogic practices on emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt, extraversion and arousal. Thus, research hypotheses are accepted. **See Table 2 & Fig. 2:** Graphical Representation Mean Significant Differences of Experimental and Control Group in Post-test Situations

Perusal of the table 2 reveals that there was a significant difference in mean scores and standard deviations of experimental and control group in the post-test situations. It was found that the obtained t-ratio for the emotional states i.e. stress, anxiety, depression,

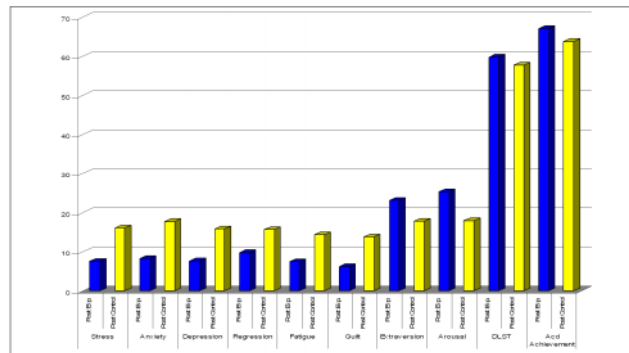
regression, fatigue, guilt, extraversion and arousal was highly significant at 0.01 levels of significance. There was a significant positive effect of yogic practices on the emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt level of senior secondary school students of experimental group but the emotional states of control group had been found almost remain the same.

### Main Findings

There was a significant difference in scores of emotional states i.e. stress, anxiety, depression, regression, fatigue, guilt, extraversion, and arousal of senior secondary school students. The emotional states i.e. stress, anxiety, depression, regression, fatigue, and guilt of senior secondary school students were reduced after yogic practices. But the emotional states i.e. extraversion and arousal were increased after yogic practices. In other words, there was a significant positive effect of yogic practices on 'emotional states' of senior secondary school students. The results are in tune with the earlier studies, which found that meditation, practiced over long periods, produces definite changes in perception, attention, and cognition [22]. Other study showed that yoga techniques are helpful in management of anxiety and improvement in concentration [23].

**Table.2: Mean Significant Differences of Experimental and Control Group in Post-test Situations**

Variable	Group	N	Mean	S.D	t-ratio	Sig. Level
Stress	Post Exp.	50	7.58	3.709	11.318	Sig. at 0.01
	Post Control	50	16.08	3.800		
Anxiety	Post Exp.	50	8.26	3.288	13.573	Sig. at 0.01
	Post Control	50	17.74	3.686		
Depression	Post Exp.	50	7.68	3.191	12.361	Sig. at 0.01
	Post Control	50	15.84	3.407		
Regression	Post Exp.	50	9.80	3.350	9.178	Sig. at 0.01
	Post Control	50	15.70	3.072		
Fatigue	Post Exp.	50	7.46	4.190	9.425	Sig. at 0.01
	Post Control	50	14.40	3.090		
Guilt	Post Exp.	50	6.20	3.307	11.151	Sig. at 0.01
	Post Control	50	13.80	3.505		
Extraversion	Post Exp.	50	23.16	4.718	6.615	Sig. at 0.01
	Post Control	50	17.80	3.251		
Arousal	Post Exp.	50	25.42	3.631	11.214	Sig. at 0.01
	Post Control	50	17.92	3.029		

**Fig. 2: Graphical Representation Mean Significant Differences of Experimental and Control Group in Post-test Situations**

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